

VOL. XXVI

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VOL. XXVI.

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No. 1.

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And National Educator

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An Important Duty.

IT is a little unfortunate that at this particular juncture, the State Treasury should be threatened with a lack of funds in consequence of a reduction in the rate of taxation for State purposes. It is gratifying to know that the value of property in Missouri has reached nine hundred millions, but the immediate effect will be a reduction in the revenue from taxes of some \$400,000. The revenue from other sources will doubtless be larger than last year, but it will require good management on the part of the General Assembly to meet all legitimate demands without incurring debt. If the revenue is short, we do not hesitate to suggest a decided increase in the licenses paid to the State by the liquor saloons. Half of the costs of the sheriffs, courts and jails is due to liquor, and it is no more than fair that liquor makers, sellers and drinkers should bear the expense.

But the important duty we had in mind was not that of exacting higher licenses, but the duty of providing

adequate means for the completion of the work of rebuilding the State University, at Columbia. The amount appropriated last winter was confessedly inadequate. The State gave the paltry sum of forty thousand dollars; this added to the insurance money (\$146,000), and to the subscription of the people of Columbia and vicinity, (\$50,000), made a total of \$236,000 at the disposal of the curators. This was less than half of what was needed, nevertheless it served admirably to furnish six auxiliary buildings and to partially equip them.

In our judgment the Board of Curators has acted wisely in building substantially and well as far as it had means.

It has erected, or is erecting, as parts of a general scheme the following buildings:—

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6. A law school building, such as the law department has long wanted, but never could get.

These buildings are completed, or will be completed during the year.

Now some one will surely ask, what provision has been made for the department of literature, history and philosophy? Where are the offices of administration, the chapel, the library, the cadet armory, the apartments for the lady students, and the society rooms? Have the classics been forgotten? Have the modern

languages a place in the University of Missouri?

We understand that it was thought best that these things should wait 'till the State should give them all a permanent and fitting home in the chief building which shall be the imposing center of the whole group. While all other buildings should be plain and substantial and convenient, this final structure, as in all other well-built universities, should be even more substantial and architecturally fine.

The chief building must not be mean nor stingy.

The university which can show a roll of six hundred students while the classics are being taught in nooks and corners, huddling about stoves in rented rooms in remote quarters, will show twelve hundred students when the State shall have built for them a university hall worthy the cause of high and liberal education, worthy the imperial state of Missouri.

This is the important duty which presses upon the legislature:—The prompt and cheerful appropriation of \$300,000 or \$400,000, or of more if necessary, to enable the curators to complete the work they have wisely and prudently begun.

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OUR teachers are the real—the complete fashioners of our children. What sort of "fashions," mental and moral do they set? Do we employ and pay for the most competent? Do we?

ERAS and centuries date only from great characters.

In a late letter from Washington, D. C., from the Hon. Wm. T. Harris, U. S. Commissioner of Education, in response to our inquiry as to the space allotted for the "Educational Exhibit" at Chicago, Dr. Harris says: "I think it is safe to say that the Educational Exhibit of the country will get 150,000 square feet, at the south end of the large building for Manufactures and Fine Arts. I think that a place in that largest building ever constructed is preferable to any separate building that might be built. This large building was made originally for education and the other fine arts as much as for manufactures, and to say that education is put away into a corner of the Manufacturers' Building does not convey a just impression. The tablets at the north entrance name the different items under manufactures. The tablets at the south entrance name the different items under liberal arts, heading the whole with "Education." Therefore it is correct to say that the largest building ever constructed is devoted to exhibits of education as much as for any other thing. It seems to me that 150,000 square feet for education is quite enough. It is true that I urged on the Board of Managers of the World's Fair the importance of providing 200,000 square feet, and I still think that they ought to have given that amount for education, but considering the size of an exhibit that can be inspected by a person of average capacity in the two or three days' time that he will be able to give to this World's Fair it is clear enough that 150,000 square feet will be sufficient."

INDIVIDUAL progress in all the elements of moral excellence is the one great aim of our work as teachers in the schools and out of the schools. Worth and strength of character can harm nobody. The great man of the day must also be strong and good to hold his greatness.

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"PUBLIC office is a public trust," so has said the President elect. It is one of those terse, popular, comprehensive expressions which stamp themselves upon the public mind with such force and clearness as to give a new and permanent definition to the public conscience. It is parallel to that brilliant apothegm of Napoleon: "It is not I who make the marshals—it is victory."

One of the most substantial and conspicuous illustrations of the fact that "Public office is a public trust" is to be found in the present Chief of the Bureau of Education. The work of the present United States Commissioner of Education has unified and vitalized the educational interest and sentiment of the country, until from the humblest colored school in the District of Columbia, on, out and up through all grades, to Universities, and to the movement for University Extension among the people, all have felt his guiding hand and his inspiring influence.

In earnestness of purpose, vigor and executive ability, he is,—and we say it deliberately—without parallel in the educational field, either of this country or of any other. Public office with him is a public trust; and faithfully, honestly, and with consummate ability has he discharged this trust—discharged it so as to reflect honor on the nation abroad as well as at home.

The present United States Commissioner of Education not only illustrates conspicuously the truth that "Public office is a public trust," but he also presents a living demonstration of the further truth contained in Carlyle's striking utterance: "The man of intellect at the top of affairs,—get him,—all is got,—fail to get him there is nothing yet got."

We but voice the universal sentiment of the educators of the United States when we say, that the best interests of education in America demand the retention of W. T. Harris as the National Commissioner of education.

THERE is no limit when you have taught your pupil to read—to the accumulation of truth, and the power it will bring.

WE ought to inspire our people every day to look upward and forward for more strength of purpose and for stronger character, too, for there is really no limit to the activity of the intellect.

WHEN, as teachers, we have really helped others, there comes to us the consciousness and joy, and the power, too, that abides with us forever. It is in this way that we gain new life; and this is the real recompense and reward of the teacher, and not the wages, so often small and paltry, doled out for the services rendered.

Visions of Supervision

IN THE December number of the *Forum*, Dr. Rice relates his discoveries in the St. Louis and in the Indianapolis schools, together with his conclusions from those discoveries. In what degree his statements of "fact" represent the actual condition of the schools in these two cities is a question with which we have here nothing to do. Our present purpose is merely to consider briefly the theory of supervision implied in what Dr. Rice has to say.

And first of all we have to note that the case is put in the extreme antithetical form. On the one hand the St. Louis school system is presented as illustrating the utmost degree of purely prescriptive supervision, resulting in disastrous mechanism of work; while the Indianapolis system is put forward as a model of wisely suggestive supervision resulting in fairly ideal spontaneity of school-room activity and joyous spiritual growth on the part of all concerned.

The curious and deeply significant point to which he would call attention is the fact that Dr. Rice's paper is precisely the place where the extremes of the above noted antithesis do not meet. On the contrary, while wholly condemning the one, he appears to approve the other, and that fairly without reserve. The antithetical aspects of school management remain with scarcely a suggestion of reconciliation.

Now, neither Dr. Rice nor any one else can condemn too severely that form of supervision which forces teachers to become on the one hand mere taskmasters of the intelligence, and on the other, wielders of a tyrannous authority that can have no other result than either to paralyze or to brutalize the will. Such supervision, as every thoughtful man and woman must know, turns the school into a rigid, powerful mechanism suited to produce a "showing," indeed, but not less suited to destroy all substance which could render the showing a truthful one. Nor can anything be conceived more deadly to the real intellectual and moral development of children than to be subjected for years to such monstrous formalism.

But on the other hand (we repeat it mainly for the eye of such enthusiasts as Dr. Rice) liberty is not license. The will of a child is no less rudimentary than his intelligence. He is no more likely to do by his own uncoerced "spontaneity" the thing it is right and best he should do than he is to be always and deeply interested in precisely the things it is right and best he should know. In short, he must be patiently, resolutely, wisely guided into the formation of rational habits, both intellectual and volitional. And this can never altogether fail to involve more or less of

coercion, say what we will of the beauties of those ideally perfect methods of instruction in which learning is made so great a joy to the pupil that all things else—even a pinching chance of making the next boy "jump out of his skin"—must cease to have any attraction!

Besides, we cannot believe Dr. Rice to be altogether ignorant of the fact that school-room lessons, like sermons, or magazine articles, may be rendered "attractive" and conducive to the "happiness" of human souls in either of two ways. The one of these ways—by far the more difficult—is to present fundamental truths with such clearness as to render their beauty evident even to dull minds, and with such force as to awaken the interest even of indifferent minds. The other way—only too easy—is to present trivialities cap-and-bell fashion or with reckless denunciation and critical wailing, as in presence of a world swiftly falling to ruin.

A child is, indeed, "a frail and tender, loving and lovable human being." That is the ideal. And yet, sooth to say, Dr. Rice and all other reformers of his type, will do well to deliberately face the fact that the actual concrete present child is sometimes more robust than frail, more "tough" than tender, more prone to hate than to love, more unlovely than lovable. (Dr. Rice, pathologist as he is, surely cannot have missed the Lombroso aspect of the doctrine of heredity?) And in such case "What to Do?" is the immediate, irrespressible sphinx-riddle.

Of course the ideally perfect teacher will know on the instant how to solve this riddle. Doubtless he will recognize whatever abnormality there may be in the spiritual constitution of the child and see at once the proper remedy. And the remedy will hardly be to fill the child's mouth with sugar-plums and his mind with do-as-you-please-my-dear. He will recognize that a dropsical will is no better than a broken will; and for the cure of curvature of the moral spine he will apply with a gentle firmness—no less firm because gentle—the close-fitting elastic "cage" or normal "form" of the will consisting of steady insistence upon orderly (i. e. rational) conduct; and this to the full extent of resolutely repressing lawlessness, however "natural" and "innocent" in itself the tendency to lawlessness may be. And this he will do the more unhesitatingly and with all the more careful discrimination, because through the diagnosis of many a "case" he will have learned that the "cute" sayings of yesterday are the thoughtlessly "pert" remarks of to-day and the deliberate impertinences of to-morrow; nay that the mere "practical joke" of the youth is only too likely to develop into actual crime on the part of the man.

But we have fallen into a pathological strain, and in extenuation must beg the reader to bear in mind our present association with a professional pathologist! from whom, nevertheless, we are not to turn away without granting him due credit for the substantial values he brings us.

We could wish, indeed, that he had given those values a more positive form and that beyond pointing out the extreme antithetical phases of supervision he had really shown the way of reconciliation of those two extremes as the true path leading to the solution of the most serious defects of our public school system.

One fundamental factor involved in this reconciliation he does indeed insist upon in the course of his articles thus far. True, this factor alone will not suffice, though it is impossible to overestimate its vital significance. We refer to the exceedingly complex, delicate and difficult task properly pertaining to the department of supervision of a system of schools, and consisting of systematic leadership in methods of instruction. In short, a really effective supervision must include as one of its most vital and vitalizing functions that of stimulus and guidance of the whole teaching force in the continuous and earnest study of pedagogical psychology, including detailed discussion of questions of practical application in the work to be done in the various branches. Of course to be really effective, such study and discussion must keep close to fundamental principles. Otherwise it must degenerate into mere dogmatic prescription and blind conformity thereto. The purpose of such work must be above all to develop, on the part of individual teachers, a profound personal appreciation of the complexity and delicacy of the teachers' task, together with the utmost clearness and adequacy of the means and methods best suited to the perfect accomplishment of that task.

It need hardly be said that such work is, in the nature of the case, wholly impossible to the man who is not himself an enthusiastic and thoroughly successful student of pedagogical psychology. Nor is this all. He must, besides, be a thorough scholar, not in the sense of being a mere "specialist," but in the broader sense of possessing clear, full and fully organized knowledge of the fundamental principles of all the great departments of human interest. He must know these, not merely from the several text-books, but he must be able to grasp and represent all these branches in their essential outlines, and in their vital relations one to another, and thus to judge accurately and adequately of their proper place and relative merits in a scheme of education.

At the same time school supervision has long been recognized as demand-

ing business capacity of high order and wide range, from finance to diplomacy. And in any and every case, whether leading in the study of mind and of the methods of intellectual and moral discipline best adapted to the development of mind, or passing judgment upon outward appliances (buildings, gradation of salaries, etc.), or "managing" the men and women concerned (members of Boards of Education, teachers, citizens),—in any and every case it is evident that the ideal superintendent will be a man of such transparent integrity, such earnestness of purpose, such wisdom of action, such refinement of sympathy, as to inspire all to buoyant confidence and enthusiastic effort in the common cause.

On the other hand, there must not only be clearness of theoretical comprehension, there must also and always be firmness of guidance. And this means that while in the ideally perfect school system there will be abundant room for untrammelled individuality, in matters of detail, both in the intellectual and in the moral aspect of discipline, there must also and always be recognized in its full significance the necessity of a rationally ordered *system*; that in all educational work worthy the name fundamental principles of mind and the necessary organic relation of mode to mode in mental activity—including the seizing and assimilating of all the various aspects of truth presented in every branch of study—in all educational work these principles and relations, unalterably fixed in the very nature of mind itself, must be kept steadily in view as the sacred, invincible guides of all individual action. Conforming to those principles—that is the way of life for a school system. Defiance or even ignorant disregard of those principles—that is the sure way of death for such system.

Hence it is that choice of subject-matter cannot be left to the individual teacher. That subject-matter must be prescribed. And it is prescribed, for supervisors and assistants alike, *in the nature of things*. It remains only for supervisors and assistants to discover that subject-matter in its essential principles and typical forms, and to reverently follow the divine guidance thus given.

Leader in all this the superintendent ought to be. Stimulated to buoyant, self-respecting activity by such leadership, every assistant ought to make valuable contributions to the general organic development of the educational system. Such division of labor makes each an original thinker and discoverer; and each, contributing his all to the common fund, becomes himself possessor of the entire product of the labor of all.

Such aspect of educational work has long been developing here and there, and yet the possibilities of its full expansion and the fruitful results

to be secured through its mature development are even yet little more than dimly apprehended. Nor can those possibilities be realized and the results be actually attained otherwise than through the systematic, *organized* work of the whole corps of teachers within a given school or body of schools under the same supervisor.

It is for such reasons that our city school systems must always bear the responsibility of leadership. It is for such reasons, in one or another form, that the city has ever been the focus of the highest degree of civilization attained in any age. Combination, organization, division of labor, multiplication of product, in quantity, in variety, in quality; universal wealth and well being—that is the alluring ideal hovering before the eyes of the dreamer from the dawn of human life to the present moment. And the dreamer? That is you, I, every human being. The difference consists merely in the form which the vision assumes. And never has the outlook for humanity been more hopeful than at this moment, when the great dream of humanity is coming to be a waking one, and the vision is definitely taking the form of *universal education*—a whole world combining in mutual efforts for the production and equal distribution of the imperishable goods of the mind. Here is the true field of communism, for it is only through possession *in common* that such goods can really be possessed at all.

In conclusion, we repeat that we have nothing to do with the proportions in which Dr. Rice has mixed "fact" and "fiction" in his representations concerning particular city school systems. We have to do rather with the more vital question as what of suggestion and stimulus toward actual constructive work may be found in such negative criticism, the chief value of which is that it serves as a sort of search-light to attract public attention to the whole question of public education, and that in its ideal character no less than in its present state of imperfect realization. Indeed, it is only in the light of such ideal that the existing imperfections and their remedies can properly be estimated. Such criticism is, besides, merely symptomatic—the passing flush of a fever due to nothing more serious than a temporary indigestion brought on by excessively rapid growth of the educational *body*.

Meanwhile, as just noted, the *soul* of this body is waking from its long, confused dream, and is even now assuming its rightful function of central authority and rational directive power. Courage, then! The whistling winds but clear the sky!

W. M. B.

A Proper Setting.

"Thus, in plain terms,"

—SHAK.

DR. H. H. MORGAN, in his popular and scholarly work, "The World's Exposition and Guide to Chicago and St. Louis," gives us, in a beautiful setting, a glimpse of the varied and fascinating attractions of the great Exposition.

If one proposes to visit the Exposition in person, we know of no work so helpful and valuable as this—to put one in possession of the plans and facts they need to know to save time and expense. If one does not propose to visit the Exposition in person, and such people are very few, then this book will help, at least to some extent, to repair the loss they will feel all their lives long in missing it.

Dr. Morgan shows just how antiquity will be revived by exhibits from Egypt, Persia, Greece and Rome; how mediæval times will be resurrected and revived by exhibits from Italy, Portugal, Spain and Germany. The relation of Columbus to America is presented not solely by Columbian relics or their reproduction, but quite as much by the progress made and noted by the civilized world since the discovery by Columbus.

The adoption of an arrangement based upon the evolution of each industry insures a start at least in an education in agriculture, horticulture, floriculture, viticulture; in stock raising; in machinery and industrial appliances; in mining and metallurgy; in manufactures; in transportation, and in liberal arts.

The congresses already arranged for insure the assembling of the best minds which the world has to furnish, and promises to vitalize all the material exhibits.

"The World's Exposition and Guide to Chicago and St. Louis, the Carnival City," offers to all the opportunity to know what may be seen at Chicago. It explains how to find ones way about Chicago and St. Louis; what to look for in Chicago and St. Louis; the object lessons in the world's industries; what may be looked for in the way of spectacular effect of stately buildings; contrasts of land and water; minerals suggesting the palace of Aladdin; the treasures on exhibition from every quarter of the globe.

Tens of thousands of copies have already been sold, and all are satisfied that no purchaser has been misled in the slightest degree. Dr. Morgan has in this work rendered to all an invaluable service.

THERE is no bound to duty, no barrier to moral achievement, in the training of our children in the school; and this part of the school curriculum should not be overlooked or neglected; for in *this* training life grows all the time more real and helpful.

THE things that you can *do* avails and stamps you; not what is said about you.

ARKANSAS

EDITION

American Journal of Education.

\$1.50 per year in advance.

S. M. MATHES, Little Rock..... } Editors.
J. B. MERWIN, St. Louis..... }

ARE the funds on hand,—and sufficient to pay the teachers each month as other State and county officers are paid?

WE ought now, to do our teachers the justice to arrange the finances so as to pay them promptly at the end of each month as other county and state officers are paid? Don't you think so too?

WILL not the people try and understand the magnificent teaching done in our common schools? Try it; and glad souls will come and drink at the fountains, and be refreshed with a new and vigorous life.

We are ashamed that we are not and have not been more alive—that we are not all aflame with zeal—that our life has not been poured out more bountifully—that we have not struggled more mightily to help the teachers, and to heal and to inspire. We would lay our life alongside of yours, and say: "Take it at its best, at its highest, at its holiest, and live, and work, and do,—nobler, and larger and more righteously."

HUMANITY reading is humanity knowing—and humanity loving.

Helps in the New Study.

FOR a number of years the Department of Scientific Temperance Instruction has been engaged in an extensive research as to the origin, nature and effects of alcoholic drinks and other narcotics upon the human system. The result of this research carried on in the great medical libraries of Washington, Philadelphia, New York and Boston, and culled from every known source in our own and other lands, is a large accumulation of the latest scientific testimonies on all phases of these subjects minutely classified, indexed, and held "in store" and "on call" at the headquarters of this Department, Hope Cottage, Hyde Park, Mass.

An eight-page monthly circular entitled "Scientific Temperance Monthly Advice" is to be issued for the ten school months of 1893, and devoted to testimony culled from the above mentioned collection, designed especially for teacher's use.

This is not in any way to supplant regular text-book study, but to supplement it, and re-enforce and assure the teacher, and the thorough teacher the pupils, as to the authorities and evidence on these topics that have become mandatory studies in nearly

every public school in the United States. These quotations will be accompanied by suggestions, illustrations, etc., for applying the same in actual school-room work in the different grades.

Each number will contain new and important physiological temperance truth, which, in addition to the use made of it in school, ought also to be published in the local papers and discussed in the local Unions.

Every teacher in the thirty-six States under Temperance Education laws should read these.

For further information address,
MARY H. HUNT,
Hyde Park, Mass.

Kansas.

"I have done the State some service,
And they know't." —SHAK.

THE teachers of Kansas, the taxpayers, the capitalists, and all others interested in the showing "Kansas" is to make at "The World's Fair," had better get Mr. Z. A. Ashbaugh, of Topeka, to talk with them awhile in his plain, terse, sympathetic way, about these exhibits and their effects upon the outside world. Kansas is fortunate in having one so intelligent and so much interested circulating about the country.

We met Mr. Ashbaugh at the Palmer House in Chicago a few evenings since, and in a half-hour conversation, he explained briefly what Kansas proposes to do to set herself right with both the new and the old world. Kansas will succeed in this effort too. In the first place the

KANSAS STATE BUILDING

is arranged so as to exhibit the products of the State rather than the fancy of the architects.

Second, the exhibitions of the resources of the State in all directions will

"astonish the survey of richest eyes"

in its vegetable, animal and mineral kingdoms, as well as in all other "kingdoms."

Prof. Dyke will have charge of the ornithological and animal exhibits. He has some rare and peculiar specimens, possibly the largest and most unique exhibits that will be found at the great exposition.

Mr. A. H. Smith, of McPherson, and Mr. W. H. Smith of Topeka, know and can tell all about the

KANSAS EXHIBIT.

These gentlemen called a delegated convention of those representing all the multiform and varied interests in the State to meet in Topeka, laid before them their plans for a proper exhibit, sent them home to work it out, and in a fortnight had reports from every county and \$20,000 in cash to put up the building and equip it.

Kansas will be on hand not only with her material resources but with all her other and higher resources

also, art, music, culture, schools, academies, colleges, universities, with specimens enough to fill all the space in the State building and in the "fine art building" also, and change the exhibit every four weeks during the six months the "Fair" will be open. Town, city and county superintendents are all co-operating. Kansas means "business," and the people will be there in force to prove her capabilities in all directions.

We wish here and now to record our thanks to Mr. Ashbaugh for the extended and ever widening horizon's he gave us of the prowess and power of the Sunflower State.

Mr. Ashbaugh reflects a great ethical movement going on there. He believes in constant progression. He says if God had meant man to retrograde, He would have placed an eye in the back of his head. "Let us look always," he says, "toward the dawn, the blossoming, the birth; that which falls encourages that which mounts. The cracking of the old bark is an appeal to the new. Each age, each century, must do its own work; to-day civic, to-morrow human. To-day the question of right; to-morrow, the question of salary. Salary and right—the same word at bottom. Man does not live to be paid nothing. In giving life, God contracts a debt. Right is the payment inborn; payment is right acquired."

A LARGE number of teachers and others have already easily earned money enough to visit Chicago and see for themselves "The World's Columbian Exposition," by canvassing for and selling the very popular and scholarly work entitled "The World's Columbian Exposition and Guide to Chicago and St. Louis the Carnival City." By H. H. Morgan, LL.D., of St. Louis. We should like to help about 50,000 more in the same way to do the same thing. The great and growing interest in the Chicago Exposition renders such a work invaluable, while the extended field it covers is such as to give it permanent value. Among the many topics treated are: Chicago Itinerary, History of International Expositions, Women Distinguished in Spheres other than Domestic, Columbiana, History of Chicago, Products, Manufactures and Industries of the world.

OUR Schools will have to furnish by their teaching and discipline a sort of mutual all-sidedness on the part of pupils. Do we employ and pay for this sort of teaching? We can do this, and if we are wise we shall do more of it than we have done, with the best results.

JOY is the warm, sunny side of the mind which enables the pupil to do his best all the time. So let us as teachers, pupils and parents cultivate a joyous, sunny disposition and habit of life.



EVERY HUMOR OF THE SKIN AND scalp of infancy and childhood, whether torturing disfiguring, itching, burning, scaly, crusted, pimply or blotchy, with loss of hair, and every impurity of the blood, whether simple, scrofulous or hereditary, is speedily, permanently, and economically cured by the CUTICURA REMEDIES, consisting of CUTICURA, the great Skin Cure, CUTICURA SOAP, an Exquisite Skin Purifier and Beautifier, and CUTICURA RESOLVENT, the new Blood and Skin Purifier and greatest of all Humors Remedies, when the best physicians and other remedies fail. Parents, save your children years of mental and physical suffering. Begin now. Delays are dangerous. Cures made in childhood are permanent.

Sold everywhere. Price, CUTICURA, 50c.; SOAP, 25c.; RESOLVENT, \$1. Prepared by Potter Drug and Chemical Corporation, Boston, Mass. Send for "How to Cure Skin and Blood Diseases."

Baby's skin and scalp purified and beautified by CUTICURA SOAP.

Kidney pains, backache, and muscular rheumatism relieved in one minute by the celebrated CUTICURA ANTI-PAIN PASTER. 25c.

Pot Luck and the Attic.

"The odds, for high and low, alike."

—SHAK.

HERE is a bit of "soul thrilling correspondence," said to be from Topeka, Kansas. Suppose it was dated at any other of the fifty thousand postoffices in the country, it would be just as representative as it is dated at Topeka. Think of it, "the attic room next door taken yesterday," but do not weep.

"Topeka, Kan., Dec. 16, 1892.—My Dear Cousin Bob: In looking over an old memorandum book, I notice an item of \$10 opposite your name, and, unless mistaken, I think this was something I borrowed from you when in Chicago two years ago. At all events, I inclose a check for the amount.

I always make it a rule to jot these little matters down at the time, so as to avoid any possible hitch in their settlement, but in this case I unfortunately lost the memorandum book, which I found yesterday in a very dilapidated condition lying in the woodshed, where it had evidently slipped out of my pocket while I was chopping kindling.

If you cannot recollect this matter and think I am mistaken, why, divide it between your boys as a present from 'Cousin Will' for Christmas.

Nettie and I often talk of you all and envy you your fortunate location in Chicago. What a boon it will be to have a World's Fair right at your front door!

Poor Nettie's health has been failing lately, and I have promised her a little trip before long; so, my dear Bob, we will probably take in

THE WORLD'S FAIR.

Our eldest girl, Clara, is of a very lively disposition and is longing to see the great city of Chicago.

She has improved wonderfully, and you will be really astonished when you hear her play upon your piano. Harry has grown into a fine little fellow, and is marking off each day on

the calendar till he can see his cousin Bob. Our youngest boy and the baby we will arrange to leave with my mother-in-law.

The old lady herself will probably run up later, and remain a week or two, and I will return here and perhaps take Harry back with me.

Now I hope you will not think of putting yourself out on our account at all, as we will come prepared to take 'pot luck.' Those two small rooms, on the second floor will be just the thing for us. Nettie and I can occupy one, and Clara and Harry the other. There will be plenty of time, of course, to complete arrangements, and we may possibly change our plans in some respects and stay longer than we have expected, as the children will want to see it *all*, but we are all talking of it here, so I thought you would like to join in and throw out some suggestions.

With love from Nettie and the children to your good wife and family, believe me, my dear Bob, your affectionate cousin,

WILL B. SHORT.

Chicago, Dec. 18, 1892.—Dear William: Your letter of 16th inst., with check for \$10 enclosed, duly received. Thanks. Had entirely forgotten the matter myself, but on referring to my memorandum book find that your statement regarding the loan is correct.

We are sorry that you did not write to us *earlier* about coming here during the World's Fair. Had we thought you contemplated visiting Chicago at that time we would gladly have reserved the rooms you refer to, but everything now is gone.

Our parlors and the large alcove bedroom upstairs have been engaged by a German nobleman at \$150 per month.

The dining-room and library were knocked down last week to an agent for the use of a Spanish grandee and his wife, who will remain with us during the season. We lumped these at \$450. The two little rooms you mention, on the second floor, were taken by a

ST. LOUIS MILLIONAIRE

at \$25 per week, the day before we received your letter.

Had we only known you were coming we would gladly have given you the preference over the St. Louis man, but now it is too late.

The bedroom with the bay window on the north side of the house has gone to a pair of spinster heiresses from Philadelphia at \$200 per month. They tried hard to secure the servants' room instead, which we were holding at \$25 per week, but it had been taken the day before by a Boston lady.

An Indiana man and his wife will occupy the billiard room, with bed made up on the table. The figure for this was \$80 per month. We have re-

tained one bedroom for own use and will eat in the kitchen. The hired girls will occupy hammocks in the passageways; so there is really nothing left but the bath-room and the cellar.

The former will be in pretty constant use, and as there is generally an inch of water in the latter, it would be unhealthy for Mrs. Short and the children. The man in the house south of us still has one vacant room which you might possibly secure. It is in the attic and has no plaster on the walls, but it would be nice and airy for the summer months.

While we cannot have you with us, it would be pleasant to have you near us, and if you will telegraph acceptance of the attic-room next door at \$25 per week I think it can be arranged. Meals, of course, not included.

Yours truly,

R. F. WILSON.

P. S.—My wife just tells me the attic-room next door was taken yesterday, so you see everything is gone.

P. P. S.—I know of nothing in Chicago that gives so much for so little in the way of *safe*, quiet and economical accommodation as "The World's Fair Protective Entertainment Association." Mr. S. L. Moser, of St. Louis, is the general manager, and he can give you all the required information. There are so many schemes of mere "barracks," which are *fire-traps* and will be so hot and uncomfortable, even if you escape fire, that large numbers of the people of Kansas and other States are availing themselves of the advantages offered by this

"PROTECTIVE

Entertainment Association." It is all on the *ground floor*, easily accessible by two lines of cars *direct* to the World's Fair grounds—and it takes about ten or fifteen minutes to go and come, and *all* are sure of seats. Better correspond with Mr. S. L. Moser.

Connecticut.

"Yet hath my night of life fresh morning."

—SHAK.

MRS. JOHN J. BEECHER, who has interested herself in this matter of the "meeting of friends," at the World's Fair Protective Entertainment Association grounds in Chicago, sent circulars to some old time friends of the family in Bethlehem, Conn., which brought out the following pleasant response:

OFFICE OF L. F. SCOTT,

THE WOOD CREEK FARM,
CREAMERY AND BREEDING OF IMPORTED STOCK,
BETHLEHEM, CONN., DEC. 20, 1892.

Mrs. Mary E. Beecher:

DEAR FRIEND.—The circulars of the World's Fair came to hand by due course of mail, and on reading your name it brought back in an instant all those almost forgotten friends and events of many, many years ago. I still remember exactly how you looked at that time, and told my daughter of a young lady here that

looks as you used to look at that time. I remember your mother's looks also. I fear she is not now living, as time makes heavy drafts upon the living.

I married, in 1850, a wife on the shore of Lake Chautauqua, a relative of ex-Gov. Young, of New York. She passed away three years ago, leaving a son and daughter, both of whom are now with me, and both of whom you will see at the Encampment next summer. They will hear *all* of your speaking, I warrant you, and I hope can stay long enough to see the great Exposition with you. You will, I am sure, be greatly interested in my daughter Jennie. I fear I shall not be able to go, as I walk but little, even with the help of a cane.

The old people on "Carmel Hill"—the Allens, Blosses, and others,—are nearly all gone, but the children are making up a club and paying in the money to secure comfortable and safe quarters during their stay at the World's Fair. We need more circulars. Gilbert Allen paid in his money, and said he remembered you very well. The papers sent were read with interest, as we wish to learn all we can of the "Fair" before we go.

The meeting and mingling of the people of this and of other lands promises a great and a better future as a result of the "World's Columbian Exposition."

We expect much, and hope for much from it. It will spread immense rays of light, it will cement bonds of friendship and fraternity, the nation's wealth will be distributed, childhood, youth and manhood will be instructed and raised up, letters and sciences will be propagated, light illuminating all heights, the promulgation of all great principles running parallel to the eternal laws of God.

But why should I attempt to unveil with words the immeasurable vision to those who propose to see it all—for themselves. A vain task.

Respectfully your old friend,

L. F. SCOTT.

Kentucky.

"And like a mountain cedar reach his branches
To all the plains about him."

—SHAK.

PROF. B. HARRIS, the able and efficient County Superintendent of Johnson County, Ky., says: "I take and read carefully a number of educational journals, but the AMERICAN JOURNAL OF EDUCATION is the most helpful paper, to both the teachers and the people, that I have ever seen or known. It hits these points on every page. The short, sharp, concise statements of the value of the work done by our teachers are unanswerable, and the tax-payers of this county see the force of these statements, and are acting upon them. The teachers deserve to be paid, and should be paid as promptly and liberally as any other county or State officers,

"The AMERICAN JOURNAL OF EDUCATION has been a strong helper along this line for years past. Please send me 100 copies of your next issue for circulation among our people. I am County Superintendent of one of the 'mountain counties' of Kentucky, but I know a good thing when I see it, and I desire to say, too, in this connection, that I believe the teachers in this county, as a whole, will compare favorably in zeal, interest and intelligence in their work with the teachers of any other county in the State.

"We shall be represented by a large club at 'The World's Fair Protective Entertainment Association.'

"Respectfully,

"B. H. HARRIS,

"County Superintendent."

PAINTSVILLE, KY., Dec. 20, 1892.

A Great Opportunity.

"I was well writ." —SHAK.

COUNTY superintendents, teachers, and others who wish to spend some time at the Columbian Exposition next year, and be assured of comfort for themselves and families at a reasonable rate, should open correspondence with *Home and School*. Maj. J. B. Merwin, of St. Louis, Mo., has been engaged by the World's Fair Protective Entertainment Association as Superintendent of Entertainments at their Encampment. These entertainments will be provided for evenings and Sundays, on the Chautauqua plan, and the most eminent men and women of our own and other countries will take part in them.

The plans adopted for enabling educational people to spend sufficient time at Chicago to see and study the greatest Exhibition of the ages; to enjoy the comforts of a home while there; to re-unite for a time the scattered members of families; to have the benefit of the highest intellectual recreation,—these are worthy of the attention of all our readers. Dr. Harris our United States Commissioner of Education, says of the project:

"I am prepared to believe this enterprise will do a great deal of good. There will be needed preparations on a grand scale for the entertainment of the strangers who will visit Chicago by the hundred thousand at a time. The World's Fair Protective Entertainment Association seems excellent, and the accommodations cheap. This ought to draw out many people who would stay at home otherwise on account of expense. You may count me on your program for lecture."—*Home and School*.

Advice to the Aged.

Age brings infirmities, such as sluggish bowels, weak kidneys and bladder and torpid liver.

Tutt's Pills

have a specific effect on these organs, stimulating the bowels, giving natural discharges without straining or griping, and

IMPARTING VIGOR
to the kidneys, bladder and liver. They are adapted to old or young.
SOLD EVERYWHERE.

TEXAS.

EDITION

American Journal of Education.

\$1.50 per year in advance.

W. S. SUTTON, Houston, Texas.... } Editors.
J. B. MERWIN, St. Louis..... }

ARE the funds on hand,—and sufficient to pay the teachers each month as other State and county officers are paid?

WE ought to do our teachers the justice in all the States to arrange for their prompt and liberal payment at the end of each month as other employees of the county and State are paid?

PROF. ALEXANDER HOGG, Superintendent of Schools of Fort Worth, Texas, who has made a careful and exhaustive study of the question, will address "The World's Fair Protective Entertainment Association" from the Auditorium platform on the topic of "A Fair Chance for our Daughters"—an equivalent, not an equal education with our sons.

Those who have heard Prof. Hogg at the meetings of the National Education Association, at the Southern Educational Association, and at other Associations and Institutes, will know at once that this address of his will be worth a week's entertainment at "The World's Fair Encampment."

Hard Money and Plenty of it.

"They say, if money go before,
All ways do lie open."

WE are not poor in this country, nor are we liable to become so, as long as silver can be mined at a cost of 14 cents per ounce.

The New York Times, however, in a late issue, calls attention to the fact that the silver for which the Government of the United States paid \$308,199,262 under the act of 1878 could not now be sold except at a loss of more than \$57,000,000; also to the other fact that the \$118,611,233 which it has paid out for silver bullion under the act of 1890 has now a market value of \$14,134,000 less than that amount.

At the market price for the close of last October, when the Treasury statistics were made up, the total loss on these silver purchases amounted to \$71,840,000. The cause for this decline is a great increase in the production by mines, which turn out silver at a big profit. It is reported that some mines in Colorado have been closed because of the present low price of the metal. But it is well known that other mines in that State are increasing their product because of the enormous profits realized at the prices now paid.

The average cost of production in the three most prominent mines of COLORADO

is but 25 cents per ounce. Two of them can produce 8,000,000 ounces per

annum, and the profit from one last year was \$1,000,000 on an investment of \$200,000, while at latest accounts it was paying dividends at the rate of \$150,000 per month. The Mollie Gibson mine in Aspen was producing last October at the rate of 2,500,000 ounces per year, and at a cost of only 14 cents per ounce. The Granite Mountain mine in Montana paid in 1890 dividends to the amount of \$2,400,000, and last year paid \$1,400,000. A dispatch from Denver a few days ago stated that a company at the East had purchased certain mines at Creede, Colo., for \$8,000,000. Evidently there is room for much further reduction in the price of silver before mines now producing it at a cost of from 14 to 25 cents per ounce will close down. It is well known that the movement for the free coinage of silver was started by persons connected with the Granite Mountain and one or two other mines of the best paying class. The Times adds pertinently that "there is no law to prevent the owners of the Mollie Gibson and Last Chance mines from dividing their enormous profits with the less fortunate owners of those other mines in Colorado in which the cost of production is greater."

The Tripple World.

IN all ages men have given evidence of a conviction that life, at least human life, has a three fold aspect. Not merely is it that life involves death. It is no less true, or believed to be true, that death involves life. If at times it seems as if men were born only to die, there still surges up from the inmost depths of the soul the irrepressible complementary assurance that man dies only to be reborn. The Requiem merges ever into a hymn of Resurrection.

But the resurrection may be into either of two widely contrasted states—the one an ever-increasingly victorious life through death; the other an ever-deepening gloom of death-in-life. The one is the progressive realization in one's own experience of that divine rhythm called Heaven; the other is the ceaseless intensification of that dissonance within the personal consciousness which men have named Hell, and which every human soul knows somewhat of. The present world is a pulsation of life lifting the soul to the world above, or sinking it into the world beneath.

Rational deeds, therefore, are the successive gateways leading from wide to wider courts in the divine world; just as irrational deeds are the successive rounds of the quaking ladder reaching into the shoreless, rayless, bottomless abyss. And the divine world with its widening "courts"—that is the symbol of endless, progressive self-realization in accordance with the divine type or ideal involved in the very nature of man; while the abyss is but the dumb show of the tortur-

ing consciousness of boundless, progressive, self-chosen Unreality, the dizzy whirl of the soul's undoing.

These are the two possibilities for every member of the human race. To each there presents itself this riddle: *I am, yet also, I am ceasing to be; so, too, I cease to be only that my being may still continue.* And this riddle has, besides, endless perplexities. What am I to be? To really be I must act; for action is the very essence of being. Indeed, my very action appears first of all as re-action. I am in the midst of a world of reality other than myself, of a world (at least seemingly) alien to myself, for it resists my every act; nay, compels me into action, and often in ways painful enough to me.

Nevertheless, it seems that my own self-realization depends upon my total, continuous response to this boundless compelling reality beyond myself. What, then, shall be the character of my response? Shall it be by open defiance and brandished sword, hoping thus to bring it under subjection to my will? or may wisdom consist rather in turning harp and voice into a world-compelling song that thus I may win it to full, free acquiescence in my desires? Alas! in neither, and yet in both these ways must my response be made. So runs the riddle. I would win the sweet rhythm of heaven, and yet must enter into pandemonic strife. Not only must I find rhythm in the great world; I must even compel it to actual utterance. Both sword and harp must be my instruments. Nay, strange though the transformation be, these two must come at length to fuse their subtlest qualities into one self-same mystic bond of union between my soul and the soul of the world. The forms of the World-soul yield to my will only as I will the will of the World-soul. And when this fusion of the individual will with the universal Will is really accomplished, then it is that the morning stars sing together and the sons of God are heard shouting for joy.

Such, in dim outline, is the central truth giving immortality to the myriad-formed legend of the human soul's tragedy, and constituting the very mainspring of all worthy crusades.

One of the most vitally significant of the germinal forms assumed by this legend has recently been adopted, expanded and interpreted anew into richly suggestive poetic maturity. It is the story of *Tannhauser*, and the new interpretation is the work of Mr. WILLIAM VINCENT BYARS.

This new work of Mr. Byars is on the same high plane as his *Tempting of the King* (reviewed in a late number of this journal).

The version of the legend here developed falls into two parts. The first part presents in its fundamental outlines the supreme struggle of the

individual. This struggle is due to the individual's awakened consciousness of the contradictions involved in human life.

Tannhauser is the "hero" or chief personage in whom rather than around whom all interest centers. For it can scarcely escape the reader's notice that this hero is in truth the world-hero or typical individual in whose career is mirrored the essential aspects of the great life-struggle of every human soul.

Initially a bundle of crude impulses, he is yet possessed at once of unconquerable energy and of irrepressible yearning. Teutonic by birth, he can be satisfied with nothing less than the spiritual conquest of the world. But by what agency? Without hesitation race instinct answers: "The Sword." And yet already for him the sword has been dipped in a new, strange blood-bath and given a new, strange temper. It is to be wielded henceforth in the service of the Prince of Peace. Its very hilt has assumed a new form the form of the cross—symbol of ignominy transformed into the great world-symbol of honor through serving to lift the Light of the World to a height whence it shines into the soul of the lowliest of human kind and wakes to new life the dying hope within.

Wondrous symbol indeed! though as yet Tannhauser but dimly comprehends its meaning and esteems it mainly as a means for working magic. And what more can the cross be so long as it serves chiefly as the haft of a murderous weapon?

But Tannhauser, in his restless, crusading activity, comes into contact with the classic world of beauty. From the beginning, too, his passion has been two-fold. Its fiercer aspect could be satisfied no otherwise than through the "sword play." On the other hand, its milder aspect required the gentler rhythm of music for its expression; and so Tannhauser is a minnesinger—a poet of love—no less than a hero of battle.

Hence, no sooner does he discern the splendors of grace and rhythm unfolded in the realm of antique art, (personified in Queen Venus) than he yields to its spell, and for a time is wholly filled with its charm.

Mr. Byars' poem opens with the awaking of Tannhauser from this intoxicating dream. Once aware, even dimly, that these splendors suffice only for the sensuous degrees of consciousness he experiences a deep sense of desolation as in the midst of phantom forms of a dead past. Knowing himself as a live soul he cannot but feel keenly "the pain of life among charred ruins of outburned lives," and find such world of finite joys turn swiftly to a very hell of desolation. And we may note in passing that precisely this repentance it is that brings the erring soul into new and more vital relation with the divine world.

Yet only through prolonged struggles can freedom be fully attained. Nay, there are germs of vital truth

in the remnants of the dead past world to which Tannhauser may well give heed, even though for the moment they seem like bonds of iron to hold him forever within the realm of shadows.

Precisely at this moment, too, prophetic voices from above sing to him:

"Call thou on Truth, and e'en in hell
Her might is mightier than its spell."

Thus cheered he dares all to know and all listens to all voices of the past—Epimetheus speaking darkly of Fate as the changeless order of the world, the Devas uttering riddles concerning the unity of all things in Brahm, and the Chief of the Magi telling of his magic spells through which at length he dimly discerned how a "Child's star rose in the East," and felt that "the Child's soul mastered his soul."

Through all this Queen Venus pleads with the hero and despairfully causes the whole array of the past to show him its utmost allurements. Yet through all this array he becomes only the more vividly aware that the excessive charm of sense puts out the eye of reason. And firmly grasping the cross of his sword hilt he is able to make use of it as the symbol of devotion to truth and duty, and by its aid to accomplish his own self-emanicipation as the first great step in the divine process of self-fulfilment.

And yet voices of dead years echo through his new resolutions confirming even while shaking them. And so it must ever be. The loss of old unthinking faith goads thought resistlessly into questionings which shall lift faith into clearer vision.

In such fashion Tannhauser is prepared to enter intelligently upon the conquest of the world.

And so the hero departs from the hell of his inner contradictions, mingles resolutely in the world of action, and is lost to view save from the height of "the lowest kingdom of heaven." Beginning with this new aspect of the great struggle the second part of the poem is made up of varied discourse between the Keeper of the Keys, the trusty Eckert who has been the special guardian of Tannhauser, John the Beloved, A Blessed Woman, A Harp Player, Various Martyrs, and A Child Spirit.

The subject of the discourse is the great world-struggle in the midst of which Tannhauser has disappeared from the present view, and we are assured by the Keeper of the Keys that, "loving the truth, he will be free by might of it."

Yet, the hero must gain clear knowledge of good and of evil that so he may rough-hew the world into forms of reason and in precisely severing right from wrong leave wrong no source of life. In such work, too, even starry light wakes silken rhythm. Beautifully, does the trusty Eckert bring this to light in his description of Tannhauser's crusading and of his

arrival at length in the Garden of Sorrows. It is there at last that the hero lets fall, and must let fall, his minnesinger's lyre. For that is the symbol of earthly love and cannot but fall forgotten, though in the same moment rising, transfigured, as the soul passes through its Gethsamene of self-renunciation to the transfiguring experience of the divine love of truth. It is alone, devoutly kneeling amid such shadows, that peace comes to one like throngs of ministering angels.

Strongly contrasted again is the discoursing of the martyrs (which turns the world's history into a dreary recital of wrongs ending in endless death-pangs) with the vision of a blessed woman who sees in the world's history the ceaseless blooming of souls, and for whom the anguish of the birth-hour turns into purest joy at beholding the opening, wondering eyes of God new born.

The poem concludes with an exultant prophecy by John the Beloved announcing the ultimate triumph of truth and the reign of peace and righteousness. The conquest of the world is to be accomplished by the keen-edged, cross-hilted sword of the Spirit of Truth, and the harp of Divine Love fused into one in the transfigured soul of man, the ever born, ever maturing Son of God.

It has been impossible to do more than to intimate what seems to us the general aim and leading features of a poem the high purpose of which none will gainsay, and the skillful, worthy execution of which few are likely to call in question. There may be here and there a blemish in versification, but as a whole the work is done, not merely with true poetic fervor, but also with that buoyantly easy exercise of power which Schiller described as the highest form of play. And whoever will take the trouble to comprehend this poem, so noble in meaning, will find it full of lofty beauty withal.

One word more. The *Fore-word* and the *After-word* show plainly that the author has had in mind throughout every line of his work the great problems of the industrial and social world of to-day, together with the possible lines of their solution. Shall this solution be by the grim music of the sword-play, like that of Hagen in the *Nibelungen Lied*, whose sword was in the extremity of battle his "fiddle bow?" or shall it be by the actual adoption of, and training the world's utmost might into unison with, the great lesson of Love taught the world long since by the Prince of Peace?

We must wait, and waiting we, or mayhap our children's children, shall see how the struggling world will at length fuse cross-hilted Sword of Bottle and Magic Harp of Love into a perfect instrument of divine World-harmony.

W. M. B.

Michigan.

" * * * Liberal
To mine own children in good bringing up."
—SHAK.

MICHIGAN is to be congratulated on the accession of Hon. Henry R. Pattengill to the position of State Superintendent of Public Instruction. The man who succeeds the long line of able men who have occupied and honored this office must indeed be large of brain as well as of heart.

We knew Prof. Estabrook while in the Normal School at Ypsilanti, as a professor in Olivet College, and as State Superintendent of Public Instruction, always equal to any position and to every emergency, with some capital in all these directions left over. We hope to have a host of these eloquent strong speakers and leaders on our platform in the Auditorium of the World's Fair Protective Entertainment Association in Chicago next summer.

Mr. Pattengill has demonstrated his ability to lead, as the editor of the *Michigan School Monitor* for some years past. He has kept close to the life and work of the teachers of the State. He knows their needs, the needs of the pupils in the schools, the needs of the people in their relations to the highest progress of the State, and to citizenship. He is careful, wise, conservative, and yet he is not purblind in his measurements of an adequate system of public schools for the State. He is able to distinguish, and to establish, too, this movement of the people for more adequate and more practical instruction. It is a happy, hopeful omen when there is such a compunction of grand events and grand individualities. Grandeur of thought, expression and action is perfected by goodness, and ideas become lions under the guidance and inspiration of such leadership. Justice, intelligence, progress—these are the watchwords that lead on to victory. All possibilities are before us, and a captain of great ideas is to-day a hero, and before long becomes a glory.

A pupil writes to a teacher as follows: "If Providence had not placed you near my cradle, where should I be to-day? In outer darkness. If I have any adequate conception of duty, it is from you that it comes to me. I was born with prejudices. Prejudices are ligatures—you loosened those bonds; you gave me growth in liberty. Into what would have been a criminal you put a conscience. Without you I should have grown up a moral dwarf. I exist by you. I was only an animal, you have made me a mind; you have made me, as a man, fit for this earthly life; you have educated my soul for the celestial existence. You have given me human reality, the key of truth, and, to go beyond that, the key of light. Oh,

my teacher! I thank you. It is you who have created me anew."

The most sublime psalm that is ever heard on this earth, is the lisping wants of a human soul, from the lips of childhood. This innocence lays upon all educational leaders the burden of its future destiny.

If ignorance and want are its environments, and vice, crime and unhappiness comes to it, it seems like a betrayal of both its confidence, its humanity and its destiny.

The teachers and their friends, the tax-payers, the brave men and noble women of this State are coming over to Chicago to see not only what the old civilizations have done, but what the new civilization is doing, and proposes to do, for the people. "The World's Fair will demonstrate this largely.

Here is a sample letter to Mr. F. P. Jones, of the St. Louis Trust Co., Treasurer of the World's Fair Protective Entertainment Association:

"MAPLE CITY, MICH., Dec. 15, '92.

"F. P. Jones, Esq., Treasurer:

"MY DEAR SIR:—Enclosed find money order for \$10, the first installment, to secure accommodations in your co-operative encampment, for the enclosed list of names. This is only my first day's effort with my G. A. R. comrades of this place, of which I am Post Commander.

"Very truly yours,

"W. H. CROWELL."

People from Grand Rapids, Saginaw, Bay City, Marshall, Kalamazoo, Jackson, Adrian, Niles, Hillsdale, Cold Water, and a host of other flourishing cities and towns, strung like beads of pearl on the iron necklace of the prosperity of this great State, write us that they are coming to this Protective Co-operative Encampment of the World's Fair in Chicago, and propose to stay long enough to see it all. We hope to hear early and often from our old friends, and new ones, too, in Michigan, until we meet them face to face in the Encampment.

You can make up your mind that living is a strange thing in this world. If you put it together just as it is given out, it scarcely looks as if it belonged to the same piece. It sounds positively wicked if you tell of it. Dusting and divinity—prayers and pie crust, kindling fires of coal, love and mercy—mix themselves up together strangely. Joseph's coat was of many colors—so are God's love and gifts.

MORAL sentiment, moral teaching, and moral quality, we should remember, are diffusive, and run at once, like electricity, through the entire circle of intelligence by which the teacher is surrounded.

EVERY intellectual effort doubles and trebles itself just as one witty idea produces another.

ILLINOIS

EDITION

American Journal of Education.

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E. N. ANDREWS, Chicago..... { Editors.
J. B. MERWIN, St. Louis.....

WE ought to be organizing in every school district all the educational forces and all the educational sentiment in favor of efficient county supervision.

WE OUGHT now to do our teachers the justice to arrange the finances so as to pay them promptly at the end of each month, as other county and State officers are paid? Don't you think so too?

Railway Matters.

"We have measured many miles."
—SHAK.

FROM the synopsis of the very interesting and valuable report of the Interstate Commerce Commission on the Statistics of Railways in the United States for the year ending June 30th 1891, we make the following extracts in regard to the mileage, and the earnings and expenses. The people during 1893 will come to appreciate not only the value, but the importance of the railroads in the United States, and we hope that they will get such practical knowledge as will ultimate in a more liberal and just policy on the part of the legislatures of each State in dealing with this difficult, but all important problem. The land of the United States would be scarcely worth the taxes we pay were it not for the benefits derived from the various railroad systems of the country, and legislation should not only be very tolerant, but very liberal toward these arteries of commerce from one end of the nation to the other bringing all sections into complete sympathy and co-operation, and making all of us one great homogeneous people and family not with divided interests, but with mutual interests. The World's Fair will demonstrate the brotherhood of man not only in a social, but in a commercial way.

MILEAGE.

Railway mileage in the United States on June 30, 1891, was 168,402.74 miles. This figure indicates the length of single track mileage, the total mileage of all tracks being 216,149.14 miles. The length of single track per 100 square miles of territory exclusive of Alaska, was 5.67 miles, and the length of track per 10,000 inhabitants was 26.20 miles. Some of the States are exceptionally well provided with railway facilities, as may be seen by the table of the report which shows the length of line in the several States per 100 square miles of

territory. Such assignment shows for Connecticut 20.77 miles, for Delaware 16.10 miles, for Illinois 18.25 miles, for Iowa 16.12 miles, for Massachusetts 25.99 miles, for New Jersey 27.71 miles, for New York 16.19 miles, for Ohio 19.68 miles, for Pennsylvania 22.77.

The increase in railway mileage during the year was 4,805.69 miles. This is less than the average of increase for several years past. The greatest activity in railway building seems to have been in the States lying south of the Ohio and east of the Mississippi rivers, the total increase in these States being 1,670.83 miles. The steady increase of railway mileage in the Southern States during a year when there was a general quiet in railway building in the other parts of the country indicates a healthy development.

To Know What to Look For.

BY ANNA C. BRACKETT.

"And my assurance bids me search."
—SHAK.

I APPEND a series of questions which I made out a short time ago for one of the older classes, who, in the course of their English Literature, had been required to read the "House of the Seven Gables," as one specimen of Hawthorne. I should say that all reading in our Literature classes is done out of school, the time of the recitation being spent in discovering what the pupils have made out of what they have read, and in leading them by judicious questions to read intelligently and to know what to look for as they read.

The class was not mine, and they had taken so short a time to read the book, according to the report of the teacher, that it seemed to me they could not have got from it as much as they should.

I gave them the following questions to ascertain how much they had seen in the book. The answers were satisfactory. I read them through, but did not mark them. They simply decided me to say to the teacher, "All right; go ahead."

If they had not been satisfactory, I should have had the girls take home a copy of the questions, and answer them again, consulting the book freely.

When they brought me the second set of answers, I should have been sure that they had gained what I wanted them to have—an intelligent idea of Hawthorne's style and of the story. I don't think that I should have spent much time over the second set of answers, I should have been so sure that they knew about the book.

I think that I am willing to advance the proposition that no set of examination papers for children is really a good one, or can answer a useful purpose, unless we are willing to have the questions answered from open

books. Any set which is really worth giving, would involve, to answer them, so much hunting on the part of the pupil that he would, at the end, have accomplished what I want him to accomplish. The examination paper, if given to children, should be a means and not an end.

I submit the questions, and await criticism.

1. Would you call Hawthorne a humorist, a satirist, a caricaturist, or a moralist, or neither, or all? Why?

2. What object does he seem to you to have had in writing "House of the Seven Gables?"

3. Tell what scene in it you think the most touching.

4. What do you call the characteristics of his English? Is it strongly marked?

5. Is it like the style of any other writer you know of? If so, who, and in what?

6. Could any parts of the book be called poetical? If so, in what scenes?

7. Does the book seem to you a great work, or only a pleasant work?

8. Who is the finest character in it?

9. Is Hawthorne a fine drawer of character, i. e., do his characters seem to be real people, or only descriptions? Give illustrations.

10. Does he let you see the mental processes of the personages, or give you only the results of those mental processes, and leave you to judge the thoughts of the personages by their actions?

11. Does the ending of the story satisfy your sense of justice to every one in the story?

12. Is there any character that could have been left out without breaking the story?

13. How many distinct characters in it?

Extortion During the Fair.

"It is not so expressed, but what of that?"
—SHAK.

THE above headlines we take from an editorial article in "The Chicago Herald" of December 6. The Herald complains that newspapers tell about this condition of things by saying that "it does not occur to these denunciators that the people of Chicago have no power over the markets; none over hotel-keepers; none over railroads; and that they themselves must suffer if any of the influences that effect household expenses are controlled by speculators and jobbers.

It is known best to people residing within cities where great exhibitions are held that they are themselves the most oppressed of all who suffer by extortion during such periods. Nothing would induce the people of Philadelphia to become aspirants for another international exposition. The experience of one was enough for them. They had to find the grounds; the site chosen implicated their beautiful park to a degree that nearly

ruined it. It cost an enormous sum and five years to re-instate Fairmount in the condition in which it was prior to the centennial. They had to find the money, Congress acting toward that exposition in the most niggardly and stupid manner. They had to create temporary facilities for the accommodation of strangers, losing large sums in consequence when the fair was over. They had to submit to raising of prices on all necessities, rents, foodstuffs, transportation, expressage, cost of domestic labor and all supplies necessary for decent living."

The Herald goes on to state why New York did not want the fair in that city:

"They knew that, with transportation accommodations already taxed to the utmost, the presence of tens of thousands of strangers in the city daily for six months would augment all inconveniences already straining patience. There would be no seats in elevated roads, none on surface roads. There would be such demand for meats and vegetables by the sudden addition to restaurants and small hotels that prices would go up. They knew that robberies would be increased ten-fold, that pickpockets would infest all public places and that the problem which vexes every household, that of servants, would become more perplexing than ever. New York, therefore, although a few public-spirited citizens wanted the fair, did not want it, at least inside the parks or within the heart of the town."

Now, "The World's Fair Protective Entertainment Association" was organized and is conducted so as to "protect" its patrons and its constituency from just this "extortion during the Fair" that the Herald points out. Its encampment is situated south of the World's Fair grounds. Persons who avail themselves of its advantages will avoid all trouble about getting seats going to the grounds or in coming away from the grounds. They will be sure of seats both ways on the steam cars and on the electric cars. They will avoid the rush morning and evening, they will avoid the liability of pickpockets and of meeting other disreputable characters, who will swarm on the surface roads and on the elevated roads from the center of the city down to the grounds.

The World's Fair Protective Entertainment Association encampment is located virtually at the end or terminus of the Illinois Central R. R. at Stewart avenue, south of the grounds and yet within the city limits. It is in all respects rightly named "The World's Fair Protective Entertainment Association" for the above reasons.

THE great man—the poet, the thinker, the revealer—the teacher—he who sets life all new for the child and the community, such is the real man—the real woman—others are drift.

LOUISIANA

EDITION

American Journal of Education.

\$1.50 per year in advance.

HENRY E. CHAMBERS, New Orleans { Editors
J. B. MERWIN, St. Louis.

ARE the funds on hand,—and sufficient to pay the teachers each month as other State and county officers are paid?

WE OUGHT now, to do our teachers the justice to arrange the finances so as to pay them promptly at the end of each month, as other county and state officers are paid? Don't you think so too?

The Best Lesson.

"Here's a voucher

Stronger than ever law could make."

—SHAK.

CANNOT our teachers use this illustration to great advantage with the older pupils of both sexes? In all their after life your pupils will thank you for it.

The best lesson I ever had came to me when my father said, one day: "My son, you are getting too large to be whipped, and now there are two ways in which boys cease to be governed. If they are determined to do wrong, the father must try to restrain them as long as he can, and keep them back from evil by every means in his power, until at last they are strong enough to break away.

"The other way is for the son to learn self-government and the love of right, while the bands of authority gradually slip off, because they are not needed, and neither father nor son knows exactly when government ceases. Which way will my son choose?"

I never forgot that conversation. And yet I did not then understand that a boy who breaks away from his father does not thereby become free, because he is the slave of his own sins—the worst kind of slavery imaginable. Take the slavery of drink as illustrated by the drunkard. Is the drunkard a free man?

One who does not try to do right is no more free than an engine when it has run off the track.

ARE you not going to see "The World's Fair" in Chicago next May or June, when everything will be at its best? It is your money that put this great enterprise on its feet. Congress does not make any money. Congress spends money—that is, appropriates money.

How much money has Congress appropriated already to "The World's Fair?"

How much has each State appropriated?

States do not make money, they spend it. All the money thus far ap-

NATIONAL EDUCATIONAL ASSOCIATION
OF THE UNITED STATES,

TO MEET WITH

WORLD'S EDUCATIONAL CONGRESS,
IN CHICAGO, JULY, 1893.

CHICAGO, Dec. 20, 1892.

To the Members of the National Educational Association:

The members of the National Educational Association living in Chicago and vicinity have organized themselves into a Reception Committee, and cordially invite all members of the Association to visit Chicago in July, 1893, to participate in the proceedings of the World's Educational Congress.

The preparation of a program for the Congress is assigned to a committee of which Dr. W. T. Harris, Commissioner of Education, is chairman.

The Executive Committee of the National Educational Association desires to provide for the prompt publishing and distribution of the proceedings of the World's Educational Congress. The resident members of the Association, therefore, proposes to secure suitable boarding places for all teachers who will become members of the National Educational Association for the year 1893, paying the membership fee of \$2, which will also entitle them to participate in the World's Educational Congress, and a copy of the proceedings.

It will be unwise to come to Chicago without previously making arrangements for entertainment. The price for entertainment will vary from \$1.50 a day in private houses to \$2, \$2.50 and \$3 a day in boarding houses and small hotels.

Teachers desiring to avail themselves of this invitation will remit the sum of \$2, which is the membership fee of the National Educational Association for 1893, with the name, post office address and a statement of the time when they will visit Chicago, and the amount they are willing to pay per day for entertainment, to J. M. Greenwood, Treasurer of the National Educational Association, Room 72, City Hall, Chicago, Ill.

ALBERT G. LANE, President,
National Educational Association.

LESLIE LEWIS,
JAMES HANNAN,
ALFRED KIRK,
ORVILLE T. BRIGHT,
HENRY C. COX,
JAMES BRAYTON,
WM. M. GRIFFIN,
Local Reception Committee.

propriated by States or by Congress, is money that was earned first by the people. It is money that belonged to the people originally. They contributed it, directly and indirectly, and the people, all of them, ought to go to Chicago and see the exhibition for themselves.

The Exposition Directory have planned a magnificent exposition. They found that \$10,000,000 would not be enough, and so, without entertaining for a moment the idea of modifying their plans, they decided to raise whatever additional amount was necessary. It comes near to being over \$20,000,000, so far, and they are very properly, we think, asking for more. They will get it, too. Are you going to see it all?

New Books.

Institutes of Education, comprising an Introduction to Rational Psychology, Designed (partly) as a Text-book for Universities and Colleges. By S. S. Laurie, M.A., LL.D., Professor of the Institutes and History of Education in the University of Edinburgh. New York and London, 1892. Macmillan & Co.; pp. 262; Price, \$1.

This is the latest of a number of works which the distinguished author has issued on educational themes. The value of the present one can scarcely be overestimated. In it the student will find a summarized view of all the leading aspects of pedagogical science, together with extended and highly rational suggestions as to practical

application. And this, too, in a spirit which, in view of the fact that the aim of pedagogy, both as a science and as an art, is the stimulation and guidance of soul-growth, may most properly be described as reverent. Nor is there any finer thing to be discovered upon this planet or any other than reverence, rendered joyous through perfect interfusion with reason. In every case the measure of this interfusion is the measure of the man, and hence the measure of any book the man may write.

Turning from the platitudes of most books on education to this invigorating work of Dr. Laurie is like passing from the miasma of the swamps to the tonic air of a mountain summit. We cannot pretend to give the reader any adequate notion of the scope, vigor and suggestive value of a work which consists mainly of condensed summaries of lectures, covering, as we have said, the whole educational field. We can only commend it, in this general, emphatic way to the favorable notice of every earnest teacher.

The critical reader will, indeed, be likely to dissent more or less seriously from certain phases of the author's general theory; though this, too, will doubtless be more a matter of form than of substance.

For our own part, we cannot but think Prof. Laurie too much given to "etymologizing" and "minting" of words. The amœba aspect of language may be well enough in the class-room for purposes of emphasizing special aspects of a subject; but for the most part, at least, the forms thus momentarily developed ought not to be allowed to congregate into permanence.

But that is on the surface, and we are none the less grateful to him for having written so profound and stimulating a book.

CHARLES LEWIS SLATTERY writes a very pertinent paper in the *New England Magazine* for December, dealing with the question, "Can Religion be Taught in the Schools?" The article is a judicial examination of the question.

Sensible Advice.

"He's very knowing."

—SHAK.

P. T. BARNUM, in a late address to business men in Bridgeport, Conn., near the close of his business career, said: "You do not, any of you, advertise enough. You ought to use printer's ink every day in the year. You are asleep and want your business to run itself. *Standing advertisements* in a paper command confidence. The man who for a year lives in one community and leads a reputable life, even though he be of moderate ability, will grow in the confidence and esteem of his fellows. On the same principle a newspaper advertisement becomes familiar in the eyes of the reader. It serves to make the name and business of the man familiar and its continual presence in the columns of a reputable paper inspires confidence in the stability of his business and enterprise." The *American Journal of Education* has been helping its patrons and friends along on this line for more than a quarter of a century under one management.

CAN the people ever be too much awake? What is the "World's Fair" but the people waking up to a consciousness of their power and their destiny? Columbus *woke up* this continent four hundred years ago. Let us go up and see the results. Possibly you are not yet awake enough to realize what the "World's Fair" means! A great light always finds some people unprepared. Pity is it not?

The Rate is Fixed.

WE had numerous inquiries from our subscribers and constituents as to the cost of admission to the Exposition at Chicago. Mr. L. F. Scott, a very intelligent gentleman from Bethlehem, Conn., wrote us that the report had become prevalent in that State that the fee for admission to the Fair would be \$1.00. We sent his letter with an inquiry to Mr. M. P. Handy, Chief of Department Publicity and Promotion of the World's Columbian Commission, and in reply to his letter Mr. Handy states that reduced rates will probably prevail on all the railroads, and "the admission fee to the Exposition has been fixed at fifty cents."

When Mr. Handy states that "visitors to the Exposition need not fear extortion," he probably has in mind the fact that "The World's Fair Protective Entertainment Association" will take care, and the best kind of care, of from 150,000 to 200,000 people at their encampment on Stewart avenue, in West Pullman.

M. L. F. Scott is already organizing a large club to visit the "World's Fair" and see it all on these easy terms.

MISSISSIPPI

EDITION

American Journal of Education

\$1.50 per year in advance.

J. W. MARTIN, Jackson..... } Editors.
J. B. MERWIN, St. Louis..... }

ARE the funds *on hand*,—and sufficient to pay the teachers each month as other State and county officers are paid? This should be looked after and provided for in all the States.

WE OUGHT to do our teachers the justice to arrange the finances so as to pay them promptly at the end of each month, as other county and State officers are paid in every State in the Union, and as fast as practical, we should provide for longer school terms so that the children would not lose during the long vacation, the most that they are taught while they attend school during the short terms.

It takes men and women of large brains, large ideas and views, large hearts to go forward and incur liabilities to the extent of over *twenty millions of dollars* as the Committee on Grounds and Buildings for the "World's Fair" in Chicago have done already, and yet, it is said, there are people who have not interest or faith enough to invest \$1 to secure a safe, comfortable place to stay, while they see what the *twenty* or more millions of dollars have brought together for them to see. We have not seen many such people, however.

Practical Knowledge.

"... Shall make our presence and our practice Pleasant and helpful."

—SHAK.

As "variety is said to be the spice of life," so we may say that a diversity of opinions expressed is frequently the means of enlightenment to many. If there were a universal unity of thought and expression on all subjects pertaining to what we call "education," or subjects relating to the public and its interests, we believe that they would be far less interesting and profitable than they are at present.

I desire to state several reasons in favor of "written examinations" in all our schools. We need not only to know, but to be able to state or to tell what we know, and this ability can be fully and properly demonstrated by so-called written examinations.

1st. They insure an accuracy of thought and expression from the pupils which the oral examination does not and cannot do. Questions are placed before the pupils, they have ample time to read them carefully, and reflect on them; then follows a summing up and putting together in a proper manner all the knowledge of the subject they possess. The result is a well-written, well-worded answer—the form of speech and the gram-

matical construction of sentences will be a very important feature in favor of the written examination.

2nd. They are less embarrassing. To a very large per cent. of pupils, embarrassment is the straw that breaks the camel's back. The idea of making a mistake, perhaps a wrong answer, a grammatical blunder, a stammering, disconnected effort, is to their too sensitive natures what poison is to the blood. Rather than attempt an answer which, in the main, might be a credit to their knowledge, for fear of some slight inaccuracy of thought or expression, they prefer to permit it to pass unanswered. This certainly would not be the case were they permitted to answer in writing, for then the teacher only, would observe the errors, and in a spirit of kindness correct the same, and thereby save the pupils from the much feared taunts of others less informed but more self-reliant.

We believe that a written examination does possess the advantage of overcoming embarrassment in pupils. Let them, as well as the school, know that their answers were correct, their papers neatly and nicely drawn up, and it will establish a degree of self-reliance which the oral examination will detract from.

3rd. They afford a better means of ascertaining the pupil's *practical knowledge* of various branches pursued, and their ability to apply the same. In a single written examination there is called into requisition a knowledge of orthography, grammar, punctuation, capitalization, and construction of sentences, etc. Pupils who have been taught these branches properly and who understand them well, will naturally apply them correctly in all their writings; if they do not, then their examination papers may be very advantageously used in pointing out such errors. An oral examination is remarkably deficient in this essential. Writing is one of the very best and surest methods of correcting the numerous little inaccuracies of speech so prevalent among even good scholars. It is quite essential in accomplishing concentration of thought and brevity of expression.

THIS child cannot take a walk with the teacher without bringing home an influence on his eternal life. What sort of teachers do we employ?

THE teacher throws a shadow or a light by what he does or by what he fails to do immeasurably far along the pathway of his pupil. What sort of teachers do we secure for these lights and shades? A cheap non-entity or a great commanding enlightening spirit. We cannot get something for nothing in this world. "If there is slag in the pay, there will be slag in the iron."



Wood Stand, Plain,
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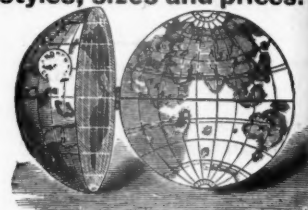
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WASHINGTON

D.C.
EDITION

American Journal of Education.

\$1.50 per year in advance.

JERIAH BONHAM, Washington, D. C. } Editors
B. MERWIN, St. Louis. }

THE prospective retirement of Gov. D. R. Francis in favor of the governor-elect calls attention once more to Gov. Francis' administration. Our readers will remember the interest taken by the JOURNAL in the election of Mr. Francis as Governor and the predictions made at the time. It is no small honor to be able to say, as Governor Francis retires from office, that he has more than fulfilled every just expectation. Clear perception of public needs, firm grasp of fundamental principles, and a courage which has flinched neither at the magnitude of responsibilities nor at the constant perversions of political antagonists. These qualities have rendered Governor Francis' administration remarkable, and have put beyond all doubt his eminent fitness for the highest political trusts. Grover Cleveland, we have every reason to believe, is not at all likely to assign offices as a division of the spoils; rather are we encouraged to expect that he proposes to nominate for office the real leaders among the Democrats. In this case there is no doubt but that Governor Francis will not be allowed to seek retirement just at the moment when strong men are needed, and when he has demonstrated that he is equal to any responsibility that may be placed upon him. The leaders of Missouri in particular would recognize the great services rendered education by Governor Francis; for his attitude on the educational question is typical of his far-sightedness, clearness of judgment, and remarkable honesty of purpose.

We should like to help at least 50,000 more teachers and their friends to a visit to Chicago. Dr. H. H. Morgan's great work, entitled "The World's Columbian Exposition and Guide to Chicago and St. Louis, the Carnival City," is the best work extant on this all absorbing topic; is a good, and an easy, and a great seller, because it tells one just those things they need to know to visit the "Exposition" with interest and profit.

A large number of teachers and others, both ladies and gentlemen, have easily earned already the money with which to make and to pay their expenses while at "The World's Fair Protective Entertainment Association." There is a demand for 50,000 more of these books as soon as the merits of the work are made known. It is an easy, profitable, entertaining way to secure the money to see it all for yourself.

THE SILVER MEDAL AND DIPLOMA OF MERIT.

"With commendation from great potentates."—SHAK.

WE have before stated the fact that "The International Jury of Awards" of the World's Fair, at Paris, decreed "a Diploma of Merit, and a Silver Medal to the AMERICAN JOURNAL OF EDUCATION, at St. Louis, Mo., U. S. A." The Medal and Diploma were sent to us, officially, through the State Department at Washington, D. C. The following illustrations show, in reduced size, a fac simile of both sides of the Medal received:



Republique Francaise,
Ministerie du Commerce, d'Industrie, et des Colonies,
Exposition Universelle de 1889.
Le Jury International des Recompenses.
Decerne une Diplome de
Medaille d'Argent
To the "AMERICAN JOURNAL OF EDUCATION."
Revue Publee par J. B. Merwin, a St. Louis,
(Missouri) Etats Unis.
Groupe II, Classe 6.

Le Directeur General
De l'Exploitation.
[Signed] Georges Berger.

Le President du Conseil
Commissaire General.
[Signed] P. Tirard.

The St. Louis Republic made editorial mention of the reception of the Medal and Diploma of Merit, as follows:

"The American Journal of Education publishes a fac-simile of the Silver Medal it recently received through our State Department from the Government of France. The Medal, valuable in itself as a work of art, is more valuable in that it expresses the decision of the Award Committee of the French Universal Exposition that this St. Louis journal stands at the head of its class in America. The city is much in debt to Mr. J. B. Merwin and his able associates for the credit it thus secures for the high standard of its educational work, but much more in debt for the work that entitles it to the credit."

St. Louis Truth [and we value these pleasant words all the more highly because spoken by Truth to its thousands of readers] has this to say of the Diploma of Merit and the Silver Medal awarded by the "Exposition Universelle," sent us through the State Department at Washington, D. C.:

"It is not often that St. Louis has such a tribute paid to literary genius, as that recently awarded to J. B. Merwin, editor of the American Journal of Education. Through the State Department at Washington a Silver Medal, and Diploma of Merit, have been sent by the French Republic." Mr. Wm. M. Bryant and Mr. Schuyler, of the St. Louis High School, have both given able criticisms upon the special and peculiar excellence of the artistic work the diploma exhibits. The large silver medal is handsomely engraved on both sides, expressing symbolically the merits of the Journal."

We quote, without any betrayal of confidence, we trust, the following from United States Senator, Hon. F. M. Cockrell, as a sample one, from many private letters of congratulation received:

"SENATE CHAMBER, WASHINGTON, D. C.,

"March 6th, 1892.

"My Dear Mr. Merwin:—

"I was much gratified to learn through the papers that you had received, through the State Department, though somewhat tardily, the Diploma of Merit, and the Silver Medal, decreed to the American Journal of Education by the International Jury of Awards at the Paris Exposition. I congratulate you most heartily upon this well merited recognition of your effective work in the West and South for the last quarter of a century.

"Sincerely yours,

"F. M. COCKRELL."

Best Cure For

All disorders of the Throat and Lungs is Ayer's Cherry Pectoral. It has no equal as a cough-cure.

Bronchitis

"When I was a boy, I had a bronchial trouble of such a persistent and stubborn character, that the doctor pronounced it incurable with ordinary remedies, but recommended me to try Ayer's Cherry Pectoral. I did so, and one bottle cured me. For the last fifteen years, I have used this preparation with good effect whenever I take a bad cold, and I know of numbers of people who keep it in the house all the time, not considering it safe to be without it."—J. C. Woodson, P. M., Forest Hill, W. Va.

Cough

"For more than twenty-five years, I was a sufferer from lung trouble, attended with coughing so severe at times as to cause hemorrhage, the paroxysms frequently lasting three or four hours. I was induced to try Ayer's Cherry Pectoral, and after taking four bottles, was thoroughly cured."—Franz, Hoffman, Clay Centre, Kans.

La Grippe

"Last spring I was taken down with la grippe. At times I was completely prostrated, and so difficult was my breathing that my breast seemed as if confined in an iron cage. I procured a bottle of Ayer's Cherry Pectoral, and no sooner had I began taking it than relief followed. I could not believe that the effect would be so rapid and the cure so complete."—W. H. Williams, Cook City, S. Dak.

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Prompt to act, sure to cure

THE teachers of Missouri found that by circulating 150,000 copies of the AMERICAN JOURNAL OF EDUCATION among the people, that the money it had cost them, \$1.50 per year, has been returned to them many times over, in the average increase of wages from \$27 per month to an average of \$47.50 per month.

Can we not unite now and make the compensation an even \$50 per month, as a minimum, in all the States? We can afford, with our growing wealth, to do this now. In fact, we cannot afford not to do this, for this would insure competent teachers for nearly all our country schools.

THIS child nature is full of spring buds; wherever the sunbeam strikes it for all real teaching is warming into life, rather than sowing there the green leaves burst forth and the whole after-life of the child is full of warm creation days. Who can set proper value on such teaching? Do we pay for teaching of this sort?

AN Indian ignorant does always the same thing in the same way. An educated people are many branched and have different forms of life and growth.

American Journal of Education. BUSINESS DEPARTMENT.

L. P. GOODHUE, MANAGER
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There are longer but no better roads in this or any other country than the Chicago & Alton R. R. This line makes a permanent patron of every traveler who once gives it a trial. Its tracks are of the heaviest steel and as smooth as glass. Its road-bed is stone ballasted throughout. Its equipment is superb. It was the first line on which a Pullman sleeping car was ever run, the first line to adopt dining cars and the first line to run free reclining chair cars, and to-day its solid vestibuled trains, containing all of these modern luxuries, are running through on fast time to and from Union Depots in Kansas City, St. Louis and Chicago with astonishing regularity and with exceeding comfort to its ever increasing patrons. If you ever make a trip in any direction between Kansas City and Chicago, or Kansas City and St. Louis, or St. Louis and Chicago, and fail to patronize the Chicago & Alton, you may be sure that you have missed at least one opportunity for increasing your happiness in this life.

WHAT a colossal magnet "The World's Fair" will be? Nay it is now drawing all peoples, all zones, all arts, all productions, all beauties, all wonders, all all souls, that are conscious of the wealth the last four centuries have produced. It is all to be brought to your very doors. Will you look at it, get it, enjoy it? Be made strong, and great, and good by it. We want to help two hundred thousand people to see all this.

GET some tools "to work with" in the school room early in the season. You can do twenty times as much work and ten times better work, with plenty of Blackboards, Maps, Globes and Charts in your schools than you do without these "helps."

Get "some tools to work with."

No CHILD should be educated for the present—this is done all the time without the aid of a teacher; his surroundings do this unceasingly and powerfully. The child must be educated for the future—the remote time.

How to do it.

"I give it you
In earnest of a further benefit."

—SHAK.

Miss Rachel N. Schnieder, of St. Francis County, Mo., writes us as follows:

"The maps we ordered from you while teaching at Point Pleasant, were received promptly. We were all greatly delighted with them. They are superior to any I have ever used before. We purchased the maps with the proceeds of an entertainment I gave for that purpose. We raised the money very easily in that way.

We shall have to enlarge the school house next year, on account of the increased interest manifested.

Thanking you for your promptness in sending us these "tools to work with in the school-room," I am

Respectfully,

RACHEL N. S.

Of course every school can secure the funds with which to purchase these needed "tools to work with in the school room," easily, by giving an entertainment as Miss Schnieder did and so have them to use without any more delay.

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Tourists Rates to the Resorts of the Rockies.

Now in effect, and tickets on sale at Missouri Pacific Ticket Office, good for return until October 31st. Only line offering choice of two routes and through Pullman service from St. Louis to Salt Lake City and Oregon.

Better secure your quarters early of "The World's Fair Protective Association."

The World's Columbian Exposition and Guide to Chicago and St. Louis the Carnival City. By H. H. Morgan, LL.D.

We desire to call attention to a work which has been purchased by the Public Library and the Mercantile Library of St. Louis, which we regard as sufficient voucher for its great value. This work, prepared by so careful a scholar as H. H. Morgan, LL.D., has a permanent as well as a present value. It has strong endorsements from men of letters, among whom are Dr. Wm. T. Harris, U. S. Commissioner of Education, Prof. Sylvester Waterhouse, of Washington University, Denton J. Snider, John Bascom, D.D., LL.D., Frederick M. Crunden, Librarian St. Louis Public Library, and others equally noted. The St. Louis matter has been prepared under the supervision of "The Autumnal Festivities Committee," and has, therefore, their indorsement. The popular interest in the Chicago Exposition renders such a work invaluable, while the extended field it covers is such as to give it permanent value. Among the many topics treated are: Chicago Itinerary, History of International Expositions, Women Distinguished in Spheres Other than Domestic, Columbiana, History of Chicago, Products, Manufactures and Industries of the world.

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AMONG the ignorant we find carelessness, selfishness and shortsighted, but intelligent people are careful, helpful, public-spirited and patriotic. Ignorance is sickness of the body—polite intelligence is health and strength and progress. Teachers beget health and helpfulness by their work and in their work all.

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is the title of an attractive and highly interesting book issued by the Passenger Department of the Kansas City, Ft. Scott & Memphis R. R. Co. The book pertains entirely to fruit-raising in that great fruit belt of America, the southern slope of the Ozarks, and will prove of value not only to fruit-growers, but to every farmer and home-seeker in other States, looking for a farm and home.

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It is said, with a good deal of truth too, that bare walls, hard, uncomfortable, unhealthy and ill-constructed seats, do not tend to draw children in large numbers, or inspire much enthusiasm either on the part of pupils or instructors. It pays to give the teacher "tools to work with," maps, globes, charts, a dictionary and blackboards, and your children a comfortable, properly constructed seat to sit upon six hours in the day. The health and progress both demand these necessary things.

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